ITLS 6530

Development Report Outline

Team AT&TW

**Revisions**

Describe revisions you have made or intend to make as a result of your formative evaluation.

Revision made:

* Added a few more examples in both the control and treatment group.
* Added more application slides to the treatment group (questions and interactive camera).
* Added feedback responses to all of the post-test questions.
* Added clarification to the assessment questions.

Revisions to make:

* Many learners indicated that having the score appear after the final assessment would be helpful. However, we are unsure of how to write the Macros for that.
* Some learners wanted more instruction for the camera activity slides, as well as have the selection box colors be more vibrant so they could see them.
* Perhaps clarifying how the tool(s) are used and providing more examples would improve the learner’s progression. One learner noted that we should have been more clear on the rule of thirds subject does not necessarily have to be on one of the four axis points.
* More clarification on rule of thirds, balance and symmetry, and lines sections of the instruction. Those sections seemed to be confusing for some learners.
* Comments were made about the clarity of our assessment questions. We’ll take another look at those and either change them or add clarification.

**Effort**

Indicate the approximate number of hours each member of your collaboration group contributed to the design of your functional prototype, treatments and conducting of the evaluation study. Describe the contribution to the project made by each member of your collaboration group.

Alli’s hours: 12

Thad’s hours: 25+ (But only because I’m slow and had complications, not because I did more work)

Tressa’s hours: 15

Whitney’s hours: 13

Each group member worked on different items individually. All group members were assigned different rules or tools of composition to develop into PowerPoints. Thad and Alli spent time at the beginning preparing the outline for the content, as well as taking most of the pictures that were utilized in the instructional content. Thad also developed the camera activity slide that was used in the treatment group. Tressa was our “PowerPoint guru” and developed the slide master, as well as set up the macros and created some of the camera activity slides. Whitney spent time finalizing the PowerPoints by adding pictures, self-assessment questions, writing most of the final assessment for both the treatment and control groups, and creating the answer key for the final assessment. Alli created the pre-instructional and post-instructional surveys through Google Docs (from content via Whitney and Thad) for the learners to complete as well as some of the assessment questions for the post-test.

**e3 Findings**

Describe the effectiveness, efficiency and engagement of your project as reflected by your formative evaluation study.

The majority of the learners thought the instruction was great and liked the examples we provided. Many of the learners did not have prior knowledge of the rules and tools of composition for photography but at the end of the course, they could identify most of them in different photos. Of course, there are aspects to any learning module that need improvements and revisions. Our learners told us what we should improve and what confused them. The control group (no extra examples) seemed to do just fine on the self-assessment at the end of the instruction. Also, the treatment group (extra examples) did well on the self-assessment at the end of the instruction. We did receive more feedback regarding the treatment group since there were more slides and interaction between the learner and the instruction.